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ABSTRACT

The past 15 years have witnessed a shift from creative curriculum development to accountability in teacher education. The 1976 "Statement on the Preparation of Teachers of English" developed by the National Council of Teachers of English noted a movement towards performance based or competency based certification of teachers and an increase in teacher stress resulting from accountability pressures. However, a recent summary of all research on performance-based teacher education revealed that performance-based teacher education models do not recognize two important variables: what is to be taught, and who is to be taught. Future teacher education will need to resurrect the personal growth model, which by enhancing teacher personality and attitude will enhance teacher effectiveness and, in turn, the learning process itself. The task for teacher education in the 1980s will be to wipe away the effects of the 1970s, when educators attempted to develop teacher education programs on an industrial model in the name of accountability. Teachers can best be accountable by restoring the caring elements that have been discounted by the preoccupation with accountability models and performance based education programs.
 (HTH)

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"Some Impressionistic Views on Preparing Teachers of English"

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Introduction

Most assuredly, someone who has been engaged in the process of teacher education for more than 25 years is allowed to have some impressionistic views about the process. Rarely, however, does one have an opportunity to present these views to a distinguished professional audience at an international conference. Since that is to be the case at this conference, I should take it upon myself to say from the outset, I make no pretense of being able to discuss the education of teachers of English in any context other than that of an American one. Although, I have knowledge of educational systems in other English speaking countries, my own work in teacher education has been entirely in an American context and it is within that context that my views have been shaped. I would hope that my remarks would have some implications for future teacher education practices in the eighties, not only within the context of my own country, but within the context of other countries as well.

In the introduction to the well known book, Teaching As a Subversive Activity (1969), Neil Postman and Charles Weingarter, point out that:

One can begin almost anywhere in compiling a list of problems, that, taken together and left unresolved, mean disaster for us and our children. For example, the number one health problem in the United States is mental illness: there are more Americans suffering from mental illness than all other forms of illness combined. Of almost equal magnitude is the crime problem. It is advancing rapidly on many fronts, from delinquency among affluent adolescents to frauds perpetuated by some of our richest corporations (and they might have added politicians). Another is the suicide problem. Are you aware that suicide is the second most common cause of death among adolescents? Or how about the problem of "damaged children"? The most common cause of infant mortality in the United States is parental beating. Still another problem concerns misinformation -- commonly referred to as "the credibility gap" or "news management". The misinformation problem takes a variety of forms, such as lies, cliches, and rumors and implicates almost everybody including the President of the United States . . . (p. xii)

Postman and Weingartner go on pointing out that they wrote Teaching As a Subversive Activity because they were serious, dedicated, professional educators, "which means that we are simple, romantic men who risk contributing to the mental health problem by maintaining a belief in the improvability of the human condition through education" (p. xiii). Presumably, all of us in teaching may consider ourselves "simple, romantic" men and woman who believe basically that those of us teaching do improve the human condition. It is also undoubtedly true that those of us in teacher education contribute to the improvement of the human condition and the teachers we prepare do likewise in filling their roles as teachers in schools. Today I would like to look briefly at some attempts to improve teacher education in the United States and to make my own evaluation about those attempts and to propose several recommendations for teacher education in the Eighties.

Teacher Education: The National Council of the Teachers of English

There has been a long standing interest in teacher education within the National Council of Teachers of English. For many years the Council has had a Committee on the Preparation and Certification of Teachers of English. In 1955, Donald Tuttle became the Chair of this Committee and worked with the Ohio Council of Teachers of English and other groups to strengthen the preparation of English teachers. Eugene Slaughter took over the Committee in 1958 and worked with the NEA National Commission for Teacher Education and Professional Standards and with various state departments of education to help use the prestige of the NCTE to strengthen teacher education programs. At the beginning of 1965, the Modern Language Association of America, the National Council of Teachers of English and the National State Directors of Teacher Education and Certification co-sponsored the English Teacher Preparation Study is directed by William P. Viall, Executive Secretary of the National State Directors of Teacher Education and Certification. The study was financed by a grant of 172,000 from the United States Office of Education. It was a development that NCTE's Committee on the Preparation and Certification of Teachers of English had long urged; that a national study of teacher education in English built upon the recommendations and the expertise of scholars and teachers produce guidelines which would improve teacher preparation in English in the United States at all levels. Over a thousand state education department officials, representatives of certificating bodies, professors of English and education, representatives of other educational organizations, and spokespersons for the schools met in regional and national conferences across the country to set up guidelines for more effective elementary and secondary teacher preparation (Hook, 1979). The study actually

went on for three years and was published in the English Journal of April, 1968. In general the three year long English Teacher Preparation Study did not attempt to suggest the advocacy of one kind of classroom or school organization or another, but rather attempted to emphasize the importance to the teacher of preparation in his/her subject and in related fields. Nor did the English Teacher Preparation Study propose any specific arrangement of courses within a program or a number of "hours" in English or education required for adequate preparation. The study itself was cast in guidelines which were agreed upon areas which the beginning teacher should have studied and which also suggest directions -- as well as diversity and depth -- in further study. The guidelines are as follows:

Guideline 1. The teacher of English at any level should have personal qualities which will contribute to his/her success; a classroom teacher and should have a broad background in liberal arts and sciences.

Guideline 2.

a. A program in English for the elementary school teacher should provide a balanced study of language, literature, and composition above the level of freshman English. In addition, the program should require supervised teaching in English, language arts methods, including the teaching of reading, and it should provide for a fifth year of study.

b. The program in English for the secondary school teachers of English should constitute a major so arranged as to provide a balanced study of language, literature, and composition above the level of freshman English. In addition, the program should provide supervised teaching and English methods, including the teaching of reading at the secondary level, and it should provide for a fifth year of study, largely in graduate courses in English and in English Education.

c. The teacher of English at any level should consider growth in his/her profession as a continuing process.

Guideline 3. The teacher of English at any level should have an understanding and an appreciation of a wide body of literature.

Guideline 4. The teacher of English at any level should have skill in listening, speaking, reading, and writing and an understanding of the nature of language and of rhetoric.

Guideline 5. The teacher of English at any level should have an understanding of the relationship of child and adolescent development to the teaching of English.

Guideline 6. The teacher of English at any level should have studied methods of teaching English and have had supervised teaching.

The 1976 Statement on the Preparation of the Teachers of English

Continuing its work on attempts to influence policy and practice in the preparation of teachers of English, the National Council of Teachers of English Committee on Teacher Preparation and Certification developed a statement published in 1976 "recognizing that much has happened to the world since 1967," and "seeking to reaffirm those parts of the 1967 guidelines that still apply, to strengthen the positions taken in the earlier guidelines about the essentials of teacher education and to reflect the changes that have taken place in our profession since 1967," developed under the leadership of Richard Larson (1976). The Statement on the Preparation of Teachers of English is divided into four parts. First is an introduction which identifies some of the developments to be taken into account presently in the preparation of teachers. Part one, identifies the essential knowledge, skills and attitudes that must be developed by the teachers of English. Part two is concerned with the experience the Committee considered essential to the development of a well qualified teacher. Part three presents "some questions that a statement of this sort cannot resolve -- unavoidable questions that teacher trainers and planners of curriculum must answer for themselves" (p. 196).

Although a detailed comparison is not possible in this paper, it is of more than passing interest to note some of the differences between the guidelines proposed in the 1967 English Teacher Preparation Study and the guidelines proposed in the 1976 Statement on the Preparation of Teachers of English. The 1967 Guidelines gave little attention to students. The 1976 Statement noted the changes taking place in the student population:

And our students are changing too. (We include here not only children and adolescents, but also students in four year and community colleges.) Physically, students are maturing earlier. They vote earlier, many are more alert to the social, political, and economic events that shape our world. Many are reared as much by media as by parents and schools. Many have lost the respect for authority that students used to have. In addition, more of our students are adults — people who have interrupted their studies and now return to them with fresh energy and broader perspectives than they had when younger. Our student body, therefore, is more complex than a few years ago (p. 200).

In 1960-67 a major influence on teaching English was the United States Office of Education which spent hundreds of thousands of dollars in the attempt to strengthen teachers command of their discipline and to familiarize them with new materials and to let them work with "disadvantaged" students by the funding of curriculum centers and summer scholarships for experienced teachers, for the most part, to learn what had been defined in the late 1950's as the new discipline of English, the familiar tripod curriculum comprising language, literature, and composition (Shafer, 1969). The introduction to the Statement notes that:

Today that metaphor (the tripod) has all but disappeared as a definition of English; our subject is viewed not only as a body of knowledge and as a set of skills and attitudes, but also as a process, an activity — something one does (i.e., one uses and responds to language, in a variety of ways in a variety of contexts).

In the mid-'60s, English was viewed as an academic discipline, whose mastery was a sign of one's intellectual development. Today, many teachers agree that using English is also a means by which students grow emotionally; they respond to their experiences and learn about their worlds, their feelings, their attitudes, and themselves by using language about these subjects (p. 197).

The introduction to the Statement also noted increasing interest in "open classrooms" and a desire to recognize individual differences among students and to deal with them. "Divergent thinking" and "creativity" among students are values and goals applauded in much professional writing about the teaching of English: (p. 198). Also, in contrast to the 1967 Guidelines the introduction to the Statement noted the trend toward "field-based" programs of teacher education including large amounts of experience in schools in the pre-service program proposing that prospective teachers be placed more in schools where they could serve as "apprentices in a variety of ways and thus learn the profession from skilled, experienced, and imaginative teachers who are practicing with children" (p. 198). In addition, the Statement noted the shift in the concern of the federal government in the United States from allocating money for curriculum development and in-service teacher education, as had been done in the 1960's to specific proposals for "accountability" in the 1970's. As the report noted:

The governments' . . . attention has to employ ways of enforcing accountability: towards ways of assessing, through precise specification of desired behavior in students and measurement of students' accomplishments whether the teacher has done the job the public is paying for. The interest in accountability may have been nurtured in Washington, but it has been picked up by state and local governments, with the result that in 1976, 'accountability' is the leading watchword in education . . . (p. 199)

Hand in hand with the "accountability" movement the Statement noted the movement towards performance-based or competency-based certification of teachers which has come from state legislatures and school boards and which

has seemed to go hand in hand with a resurgence in censorship and in addition, with the making of decisions about the evaluation of teaching and the bypassing of teachers and curriculum specialists in schools, investing the decision making for curriculum revision and reform in the public, school boards, state legislatures and other elective bodies.

The Statement takes note, in contrast to the 1967 Guidelines, of the response to these pressures by individual teachers and teacher organizations resulting in the growth of collective bargaining and union membership among teachers not only to improve salaries and fringe benefits, but by proposing in these collective agreements to protect individual teachers against the enforcement of tests for teachers and accountability measures. The 1976 Statement also notes the increase in teacher stress resulting from accountability pressures, the changes in the nature of students and changes in the world at large.

Part I of the 1976 Statement is organized in terms of the qualifications needed by teachers of English. In contrast to the 1967 Guidelines emphasis in the statement was placed on a knowledge of such areas as language acquisition, analysis of discourse, composing processes, non-print media, resources for teaching, language and society, curriculum designs, testing, and research. Literature, as an example is a very distinct contrast in the two documents. The Guidelines propose that English teachers were to have studied such major literary genres as "drama, poetry, fiction, and the essay" (p. 6). They were also to have studied "the important writers and writing of English and American literature . . ." (p. 6) They were to have studied some representative works of literature other than English and American" and to have "studied in

depth some major authors (such as Shakespeare) and at least one literary period" (p. 6) and so on. In the Statement, the only recommendation made about prospective teachers' knowledge of literature is as follows:

Teachers were urged to develop qualifications in: an extensive reading of literature in English (including literature for children and adolescents, popular literature, oral literature, non-Western literature, and literature by women and minority groups); and varied ways of responding to, discussing, and understanding works of literature in all forms (p. 203).

Also in Part I of the document, certain abilities of teachers of English were specified. Without attempting to document all of these abilities in general one aspect of the abilities mentioned concerns working with students, parents and administrators. Another section concerns helping students create discourse, a third section concerns helping students to respond to discourse. A fourth section seeks to help students work with alternate forms of communication.

In addition for the first time in any document concerning the preparation of teachers of English, produced by the National Council of Teachers of English, a section on attitudes that teachers of English at all levels needed to review in their classes and within their work as individual students was included.

In his "History of the Preparation of English Teachers," Grommon (1967) made the following point with respect to the importance of attitudes:

Are we now in danger of assuming too much in our broad-front drive for programs of teacher education heavily stacked in favor of academic knowledge? The knowledge is indispensable, of course. The recommendations in the guidelines represent well the consensus of the profession. But what may be missing here -- again -- is explicit recognition of the influence of the attitudes, points-of-view, spirit, sense of awareness of what is going on in the fields of the instructors teaching the courses and supervising the prospective teachers' professional experiences . . . (p. 523)

Grommon follows this statement with a long quotation from John Dixon's Growth Through English, a 1967 report of the Dartmouth conference. Now for those persons interested in the effects of international exchange and research in the teaching of English, it should be noted at this point that Dixon's book (1967) may have been one of the earliest evidences of the influence of the Dartmouth conference on an English educator who apparently had some small reservations even at that point in 1967 that the guidelines were overbalanced in terms of specifications of particular types of knowledge that a teacher should have. Like many of the British participants at Dartmouth, Dixon seemed more concerned with developing a "personal growth" model for English than specifying knowledge. The section on attitudes in the Statement is an attempt to balance out the concern for personal growth model for teachers. The section on attitudes, which I think is one of the most interesting parts of the document, reads as follows:

1. Attitudes: Teachers of English at all levels need to reveal in their classes and in their work with individual students:
 - a. a conviction that by helping students increase their power to use and respond to language both creatively and responsibly they are helping those students to grow as human beings;
 - b. a respect for the individual language and dialect of each student;
 - c. a willingness to respond and help students respond to work in all the different media in communication;
 - d. a desire to help students to become familiar with the diverse cultures in their art;
 - e. a recognition that whatever the rate of growth and progress the children are worthy of the teacher's sympathetic attention;
 - f. a sensitivity to the impact that events and developments in the world outside the school may have on themselves and their students;
 - g. a flexibility of approach which seeks a match between students' needs and the teacher's objective methods and materials;
 - h. a commitment to continued professional growth (p. 205).

Part II of the Statement went beyond the guidelines in attempting to specify some "experiences for prospective teachers that will help them develop the necessary qualifications." The presentation of these experiences does not imply a single pattern of teacher education, nevertheless, it pointed out student priorities in teacher education programs.

There is no room in this paper to include all of the types of experiences which the Statement recommended that prospective teachers should have, but it can be said, for example, that if prospective teachers were taught in the same way that the teacher education faculty hoped their pupils would be taught in the schools, that the faculty's desired outcome would be much more likely to take place. Such experiences were recommended as (1) engaging in varied language activities, (2) leading classroom discussions by using questions that range from simple to abstract, and (3) helping students formulate questions for themselves, (4) doing themselves, the activities they expect pupils to perform -- e.g. keeping a journal, writing poetry, writing for different audiences and with different voices, taking part in dramatic improvisations, making films -- and analyzing at some point the processes they pass through in doing all these things (p. 207).

The final part of the Statement presented certain issues for discussion in the planning of programs for preparing teachers of English. In developing a list of issues there was no attempt to be inclusive. The following selections of issues from the Statement will be familiar to those who work in teacher education programs in English.

1. What is the preferred blending of courses in English and courses in the teaching of English?
2. What is the preferred blending of courses in Literature, Language, Reading, Psycholinguistics, etc., to assure that the teacher achieves a valid preparation? What is the preferred point of study on campus and experiences in schools (or other educational agencies) and in the community?

3. What is the preferred balance between works in which a prospective teacher learns to use and respond to language and work in which the prospective teacher tries to help students to develop those abilities? What connections can be established in teacher education programs between learning to do and learning to teach others to do?

4. What standards, if any, should be applied in determining which students should be accepted into the programs for the preparation of teachers of English?

5. What standards, if any, should be applied in determining which students should continue in, and which students should ask to withdraw from these programs? Who should determine these standards? By what process?

Approximately ten years ago Hook (1969) and his colleagues reported their findings about a wide ranging study of undergraduate English teacher preparation in the state of Illinois. When taken together with the ETPS Guidelines Study the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISPECT) revealed rather common teacher education program inadequacies as identified by teachers in Illinois and other parts of the United States. Some of these inadequacies were as follows:

1. Reading, composition, literature for adolescents, grammar, the history of language and related work in linguistics (Illinois English Teachers, grade 7, 8, and 9).
2. Grammar (the English language and composition) Illinois teachers, grades 10, 11, and 12.
3. Language preparation in general (Illinois English Department chairpersons and linguists, college).

In a recent study, Fagan and Laine (1980) compared the priorities which these English teachers noted as deficiencies in their preparation in 1969 with a group of Pennsylvania English teachers who graduated from the Pennsylvania State University in 1979. Fagan and Laine found that:

1. As one might infer, the professional qualifications for teaching English in the teacher shortage era of the '60s to the oversupply era of the '70s were pronounced . . . Only 38% of the Illinois respondents had majored in English and 6% had no college degree . . . Slightly more than 1/3 had degrees in fields other than English. The Pennsylvania respondents in contrast were all college graduates with majors in English.

2. Graduates of the Pennsylvania program felt reasonably secure about their preparation in composition, grammar, adolescent literature, reading, and linguistics, although the teachers in both studies identified the teaching of composition as a major program concern.

3. Thirty-five percent of the Illinois teachers felt their "least successful" area of teaching was composition and also felt that a new approach was needed in teaching grammar.

4. In the 1969 Illinois study, adolescent literature and reading or children's literature in reading tended to be considered in the same area as reported by both elementary and secondary teachers. Although only twenty-five percent of the Illinois sample had had such courses. Apparently none of the senior high Illinois sample had had courses in adolescent or children's literature.

5. Prospective Illinois English teachers in 1969 followed a professional program characterized by a general methods course, possibly some reading and adolescent literature (about twenty-five percent of sampled respondents) possibly, some composition or teaching of composition (about twenty percent of respondents) a prospective grammar course, and survey courses in American, English, or period courses.

6. Prospective Pennsylvania teachers, in contrast, in 1979 followed a professional program characterized by prescribed courses in: special methods, reading, adolescent literature, composition, linguistics (which included prescriptive, descriptive, and transformational grammars); other prescribed courses with alternatives, that is, Milton or Chaucer; mass media analysis (journalism) or mass media analysis (theatre); speech communication, film, educational measurement and supporting courses in American or English literature (pp. 67-72).

Fagan and Laine point out that "from the Pennsylvania respondents perspective, English teacher preparation programs are more restrictive and specified; yet they are broader in the sense that delivery systems and audiences for the content of the discipline are intrinsic targets for the program" (p. 70).

In a large measure then, with respect to this study, some movement can be seen from the English Teaching Preparation Study Guidelines to the 1973 Statement in at least some American institutions, that is moving from one general methods course and survey courses in English and American literature, period courses and courses in traditional grammar, to required special methods in the teaching of

English, required courses in composition, reading, adolescent literature, history of the language, linguistics, drama and speech. Insofar as the content and academic preparation of English teachers is concerned other studies document changes in the professional education aspects of the program.

Professional Education Studies

In a recent review of research on teacher education, Popkewitz, Tabachnick and Zeichner propose that some of the difficulty in curriculum reform efforts in professional education courses comes directly from the research paradigm which is almost universally used in the United States to study the effects of teacher education. Popkewitz, Tabachnick and Zeichner propose that the dominant research paradigm in teacher education is the empirical-analytic model which proposes that inquiry is to discover a deductive system of propositions or scientific laws which can be used to predict and explain human behavior in a manner similar to that believed to occur in the physical sciences and that human behavior is assumed to have characteristics which exist independent or external to the intentions and motives of the people involved in the action and that the researcher's task is to assume a position of distance from the studied phenomena to guarantee neutrality and to control subjectivity. They further propose that the empirical-analytic paradigm in teacher education research is expressed in three interrelated questions about the effects of program on prospective teachers. The first question has to do with the study of the ways that one can influence prospective teachers' classroom behaviors through such activities as micro-teaching or the use of the Flanders' interaction analysis program, both of which specify "desirable" teaching behaviors and then develop training programs to teach these behaviors and then measure the effects of these programs. The

belief is that by changing a teacher's overt external behavior, one can affect the quality of teaching as a whole since it is believed that teaching is seen as the sum of these various, discreet, overt, external behaviors. Another related research question involves the attempt to identify empirical links between specific patterns of teacher characteristics or teaching behaviors and favorable student learning outcomes such as high achievement and favorable student attitudes. These teacher variables are then identified as competencies to be developed in teacher education programs, and the task of the researcher is viewed as discovering the laws which govern these pedagogical acts. These are known as teacher effectiveness studies of which there are literally hundreds that have been conducted in the last few decades and have been cataloged in several major reviews (e.g., Gage, 1972; Duncan and Biddle, 1974; Medly, 1977). The third research question noted by Popkewitz, Tabachnick, and Zeichner concerns the effects of participation in a teacher education program on attitudes and behaviors of prospective teachers. The idea is to study the impact of teacher education programs on teacher's self-concepts. For example, the procedure would be to administer a self-concept inventory before and after the program and then determine differences in scores obtained. Conclusions would then be drawn about the effect of the process on teacher self-concept which would be drawn from this pre-and post-testing. The assumptions are that the effects are separable from each other and can be observed and described in precise and behavioral terms. Also, another assumption is, that each effect is attached to a separate, distinct cause and that a deductive set of propositions can link causes and effects in such a way that the behavior of future teachers can be controlled and predicted through the appropriate design of teacher education

programs. As Popkewitz, Tabachnick and Zeichner point out:

All three questions about effects emerge from similar commitments to an empirical-analytic paradigm. The studies attempt to predict and explain specific behaviors which are thought to be casually linked, through the testing of specific hypotheses. The operational categories used for analysis are usually determined a priori without reference to the specific event under study. In doing so, the analytic categories that the research subjects use to order their world are often not considered (p. 54).

As Popkewitz, Tabachnick, and Zeichner point out, many of those persons conducting those studies propose that we now have enough sound knowledge to construct sound programs. Popkewitz, Tabachnick and Zeichner note, however, that although there have been hundreds of studies conducted on the impact of teacher education using this empirical-analytic paradigm, these studies have depended almost entirely on the administration of pre- and post-text questionnaires and surveys and that we have almost no studies of the process of teacher education as it unfolds over a period of time. "Almost unanimously, reviewers lament the lack of useful research in this category" (p. 54). Popkewitz, Tabachnick and Zeichner go on to note that without case studies of teacher education or ethnomethodological research in teacher education it is difficult to develop any theory or theories of teacher education. It is erroneous to assume that one can simply proliferate research studies using the conventional experimental paradigms and by doing so build a theory. Historically, we have had no theory developed from the accumulation of data derived by the use of this paradigm (p. 55).

I would agree with Popkewitz, Tabachnick and Zeichner in their conclusions about the types and effects of much of the current research in teacher education. I would say further that this situation has been brought about almost entirely by the fact that those persons who have been doing this research have had their

own training as educational researchers primarily in the uses of the empirical-analytic model and that they have not deemed it appropriate or do not know how to use case study or ethnomethodological research in studying teacher education. I would further say that their proposals that the results of their studies can be used to implement certain kinds of "packaged" teacher education programs which can then be used to make teacher education "accountable" in the present era of "accountability" have set up dangerous expectations in the public mind. In fact, what has happened is that teacher education courses and programs furnished by the "results" of such research have become more and more irrelevant to the concerns of effective teachers and that we are very much in danger of losing any control or in fact, participation in teacher education programs in the United States and that we may soon be standing by watching control pass to the state departments of education and our teacher education organizations. This could be a good thing but not if their new programs are based on a competency based theory of teacher education.

The fact that these programs have developed in the current "back to basics" and "accountability" era should not blind us to the fact that we do have in American education, an unbroken line of concern for the development of the person as pupil and the person as teacher. Such a concern goes back at least to the progressive education movement of the 1920's and '30's. It may well be that we are seeing the pendulum begin to swing from an excessive preoccupation with the empirical-analytical model which has led us into the "performance-based teacher education" movements of the 1960's and '70's to a more person oriented teacher education. A recently done summary of all of the research on performance-based teacher education has shown that "these results lead us to conclude that an empirical basis for performance-based teacher education does

not exist" (Heath and Nielson, 1974). The researchers who did this study also conclude that "continued research on such sterile definitions of teaching seem unlikely to provide a basis for training teachers" (p. 475). They also note that the performance-based teacher education model does not recognize two important types of variables. It ignores what is to be taught and it also ignores who is to be taught. Although this review of research was done in 1974, the results since that time have been similar and the effects of the attempts to institute performance-based teacher education, in my view, have distracted many of us from making constructive changes in our own teacher education programs either on the basis of our own empirical knowledge of what needs to be done or better yet on existing research of the longitudinal variety which would help us deal more creatively and constructively with the variables of what is to be taught and who is to be taught. We also need research paradigms which will allow us to incorporate the social, cultural and political aspects of teacher education which have been left out of these aforementioned studies. As previously mentioned, we have in the American education tradition, as exists in other traditions as well, a heritage of concern with a personal-growth model of education dating from the progressive education movement. We have, for example, the study by Hart (1934) who secured questionnaire replies from 10,000 high school seniors who were asked to describe both the best and least liked teachers they had ever had. They were asked to designate also the most effective teacher they had ever had; and four out of five of the students declared that the best liked teachers were also the best teachers. Three out of four teachers then in the school were described as resembling the best liked teacher more than the least liked one, showing that the preponderance of the affective valances between teachers and pupils were attractions. Hart developed a composite picture of the best liked and least liked teachers on the basis of

replies of 3,725 of the 10,000 high school seniors. The nine most frequently mentioned reasons for liking a teacher best were that the teacher was:

(1) Helpful with school work, explained lessons and assignments clearly and thoroughly, used examples in teaching, (2) was cheerful, happy, good natured, jolly, had a sense of humor, could take a joke, (3) was human, friendly, companionable, 'one of us', (4) was interested in and understood pupils, (5) made work interesting, created a desire to work, made class work a pleasure, (6) was strict, had control of the class, commanded respect, (7) was impartial, showed no favoritism, had no pets, (8) was not cross, crabby, grouchy, nagging or sarcastic, and (9) 'we learned the subject' (p. 131.).

In the Hart study interestingly enough, teachers were liked best for their help in facilitating learning. Then immediately various personality characteristics. In contrast teachers were liked least because of the unpleasant effects they produced by being cross, grouchy, or sarcastic, by never smiling, or by losing their tempers. "Ineffectiveness as a teacher takes second rank in leading to rejection of a teacher by pupils" (p. 131).

One of the books I recently rescued which was about to be tossed away by a former professor of English colleague of mine, was the book Emotion and the Educative Process written by Daniel A. Prescott (1938). This book described a four year study of emotion and the education process which took place between 1934 and 1938. I'm glad I rescued the book from my former colleague since I was able to look in it and document the fact that the affective domain was of critical importance to the progressive education era of the 1930's. A considerable part of the book dealt with the mental health of professional personnel in education, mainly teachers. The book notes that a good deal of evidence already exists that the profession makes serious demands on the poise and adjustment of the person who is engaged in teaching and, in fact, Prescott called in 1938 for more evidence about the extent to which

tension, ill health and mental breakdowns actually result from the occupational hazards of teaching. One of Prescott's final conclusions in the books is as follows:

Any serious consideration of the mental hygiene aspects of education must culminate inevitably in apprehension about current methods of selecting and training of personnel. When one knows the cultural, social, and intellectual selectiveness of normal schools and teacher's colleges, as revealed by data on rejection, the questions of the possibility of training the candidates to be effective, sympathetic guides to wholesome personality maturing also arises. A great system of free public education can be no stronger than the people who operate it, who carry out the policies in every day situations, and, despite marked progress during the past quarter century, the human agents carrying on the work are still very inadequately prepared to meet their obligations. Both creative imagination and scientific research need to be called in to play in shaping new (experimental) techniques for bringing prospective teachers and teachers in-service to a sympathetic understanding of the needs of children. It is equally necessary to free prospective teachers from the necessity for mastering so much traditional subject matter and to find better ways of assisting them into insights about the society and the world in which they live (p. 292).

This concerns for a personal-growth model of teacher education in both research and practice was not lost during World War II. It persisted on into the post-war period. We have as an example, the book, It Takes Time, the autobiographical study of the evolution of a professor of educational psychology, Marie Rasey (1953) of Wayne State University. Marie Rasey traces her attempts to understand her self as a person, as a psychologist, as a teacher of teachers with the help of Karen Horney's various works in psychiatry and psychoanalysis. In the introduction to the book, Karen Horney noted as follows:

It Takes Time is both a story and a history. Like beads on a string experience after experience is strung on the thread of a lifetime as we see a child become an adolescent and the adolescent move toward maturity. We observe the unfoldment of personality and the impact of circumstance as early independence becomes confidence in her own ability to do and be what she would. It is more than a story, it is a history — the case history of a

profession other than a person . . . from the first pictures of a child in school to a mature teacher/trainer the agent of the author's growth is presented as a person. One after another we see relationships with people afford the nourishment with which the young teacher fed herself. Her first college professors help her to wonder and to satisfy the wonder and thereby develop attitudes which are shown to be crucial to this personality . . . This document furnishes concrete examples which clarify matters often discussed in educational controversy today. Child growth and subject matter are not conceived as antithetical matters. Knowledge and skill are viewed in their functional relation to personality growth — as tools for the person to use in their own growth. So called tool subjects are seen just as that. Crude tools as they are mastered on the elementary level, and finer more specialized as their users progress.

The psychiatrist, as well as the teacher, has a certain stake in a book of this kind. Both are interested in the best possible development of human potential. both want to help others on the road to self-realization. The teacher tries to provide good conditions for human growth. The psychiatrist helps others to retrieve a constructive directory for their lives after they have veered in unconstructive ways.

The concrete, personal, human force with which both story and history move forward; the author's conviction that growth can continue as long as the individual desires it so to be keeps the reader turning pages and finally to share the author's query, "What next?"

This book will be serviceable not only to teachers in process of becoming, but also to each of us whose preference falls on the side of leading his life rather than being led by it (p. x).

Call it what you will, the personal growth model of teacher education exists in theory in American education. It contains a view of the existential man or woman attempting to become a teacher, internalizing or integrating, a myriad of courses from English and Education departments and attempting to sort out the self appropriate for teaching from many possible selves. We need a personal growth model of teacher education to help our prospective teachers accomplish the task. We must resurrect the evidence for this personal-growth model. In 1949, Margaret Heaton, a San Francisco teacher wrote a small but powerful book called Feelings are Facts (Heaton, 1949) for other San Francisco teachers, many of whom were confronting the problems of working with black, Oriental, and Mexican-American children for the first time. Another landmark book in this

tradition is that of a journalist, George B. Leonard who, working with the theme "Ecstasy is Ecstatic" wrote the book, Education and Ecstasy, (1968).

Building on the studies of Abraham Maslow of Brandeis University, who instead of studying neurotic and psychotic people, studied people who were happy and successful. Instead of looking at the low points of mental illness, Maslow examined the high points of human joy. Maslow came to use the term "self-actualizing people" for these happy ones he studied. In studying these self-actualizing persons, Maslow came to use terms like "more openness to experience, increased integration, increased spontaneity, it always came back to one thing, the self-actualizers are both mature and childlike." They manifest what he called a "healthy childishness" and a "second naivete". In writing this book Education and Ecstasy, George Leonard was also influenced by Carl Rogers and his faith in the development of his client centered therapy. Rogers' idea that formed over many years that "It has been my experience that persons have a basically positive direction," sets the tone not only for his work but ours as educators. George Leonard concludes that we should return to a study of "ecstasy" and "delight" in the human condition:

One of the first tasks of education, then, is to return man to himself (and presumably woman to herself); to encourage rather than stifle awareness; to educate the emotions, the senses, the so called autonomic systems; to help people become truly responsive and therefore truly responsible (p. 127).

Another journalist, Charles Silberman in his nationwide study of American education Crisis in the Classroom (1970), concluded: that there was "no joy in American classrooms." Generally American schools are educating "for docility" Silberman concluded. He included a large section of the book on the British primary school as places where joy existed.

In their book, The Professional Education of Teachers, Combs, Blum, Newman, and Wass (1974) show how the personal-growth model or the self-actualizing model or as

they call it "the self-as-an-instrument-model" can be developed within a program of teacher education within a college or university and provide us with the results of their research on their experimental program at the University of Florida.

George Henry (1965) has shown the way to develop a similar program for prospective teachers of English.

Any teacher who is to teach English should come to see by his senior year that the very logical analysis of knowledge into courses, departments and divisions, itself accounts for man's deepest woes, especially if to be human means "to see life steadily and to see it whole". As Whitehead points out, our very curriculum distorts reality. This tension along the boundaries and the divisions and departments, the future teacher of English should come to see helps define the human condition; the seeming inability of thought to capture the existential man. This quest, the teacher should come to see provides the eternal drive of liberal education.

This tension along the boundaries of the conventional divisions of knowledge is due to more of the embarrassing overlapping of career walls, on the one hand, or to their arbitrary, institutional separation on the other; this tension reveals also the inability of thought, as now organized into a college curriculum, to deal with the explosion of knowledge. The future teacher should behold that today the self seems unable to imbed its own creative knowledge, yet there can be no adequate self without a heritage of knowledge. Bringing the self and the fruits of reason into alignment is the meaning of liberal education in the curriculum sense. If the English major as teacher does not see this tension, he/she misses all. He does not know why he is being taught in a particular way, and he does not know therefore, why he is going soon to teach the way he expects to. If he does feel this tension, he will then know why English has such little articulation, little unity, many "inartistic" courses (without beginning or end).

These broken divisions of the college curriculum represent really a cleavage between the heritage, the self, and existence. Man is part of the heritage, for his humanity is not "given" yet he ever hopes to find how much belongs to self (freedom) and how much to the social matrix that allows him to exist (authority). And in this quest, the self is free to look upon its own existence -- esteem it or despise it. Thus the very logic that tells us that we must divide knowledge in order to make a workable curriculum, warns us that in doing so we are disturbing "reality" the reality we live by and the reality of what it is we hope to teach. The purpose of general education can thus be defined as the research for the appropriate contest from the vast knowledge at our disposal, and the best means of organizing it for achieving the aims of liberal education. General education should thus allow the future

teacher to stand outside and apart from the convention called English, to discover what English is as an entity and might be (pp. 53-54).

In a recent article Peters (1980) has summarized research in teacher education which would support the development of a personal growth model in teacher education. Such research does exist but we still have few longitudinal studies and case studies of how persons become teachers once they go into the schools. We need more case studies like the case studies of teachers on the first year of teaching in Keven Ryan's book, Don't Smile Until Christmas (1970), and William Waller's study of teachers teaching, contained in his well known book, The Sociology of Teaching (1965).

In teacher education for the eighties our task is clear. We need to somehow wipe away the effects of the '70s where we attempted to develop teacher education programs on an industrial model with specifications of behaviors laced onto a performance-based program in the name of accountability. In my view, we can best be accountable by restoring the caring elements which have been swept aside and discounted by our preoccupation with accountability models. We have the knowledge to do this. We have the research base which will enable us to do it. I therefore propose a revolution, returning to Postman and Weingartner, a "soft revolution" to effect a new personal-growth model in the education of teachers (1971).

The soft revolution is characterized by a minimum of rhetoric, dogma, and charismatic leadership. It consists of a point of view (and concomitant strategies) that is serious, but now solid. Solemnity seems to be a strategy invented to make something that's basically ridiculous seem important. Among the purposes of the soft revolution is to make visible the ridiculousness of our solemn tribal beliefs and rituals and that requires a sense of humor . . . The central purpose of the soft revolution is to help all of us get it all together in the interest of our mutual survival. It may try to reform an existing system or to start a better one from scratch. When you are making a soft revolution, you are not required to assume

that you are absolutely right; nor that you are, in all respects, more virtuous than those whose ideas you would like to "disappear". All that is required is your considered judgement that you may have a better idea . . .

When you are making a soft revolution, you do not always need a large organization. Sometimes five people doing the right thing the right way can do the job . . . This implies that individual effort can make a difference if even to 20 people . . .

In the interest then of preparing your own soft revolution in the preparation of teachers of English, I thank you for your attention. Please let me know your revolutionary results.

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